DOCUMENT RESUME

ED 396 805 JC 960 442

AUTHOR Sampson, Cedric A.; And Others
TITLE Vision 2000: A Strategic Plan for College of the Redwoods.
INSTITUTION College of the Redwoods, Eureka, Calif.
PUB DATE Jun 95
NOTE 43p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Accountability; *College Planning; Community Colleges; Community Development; Curriculum Development; Educational Facilities; *Educational Finance; Educational Quality; Enrollment Management; *Governance; *Organizational Objectives; *Strategic Planning; Two Year Colleges
IDENTIFIERS *Redwoods Community College District CA

ABSTRACT

Setting forth the main components and major directions for California's College of the Redwoods and its district into the next century, this strategic plan represents a blueprint for college initiatives and budgeting. Following a letter from the college president, an introduction indicates that the plan has three main emphases: ensuring excellence in teaching and learning, developing a diversified funding base, and developing a solid infrastructure and accountability system. Next, the following nine specific directions of development are described, including specific recommendations specifying objectives, timelines, responsibility, and sources of funding: (1) curriculum, including issues related to the transfer function, multicultural perspectives, degree completion, workforce training, and educational technology; (2) student services, focusing on counseling and academic services and faculty participation in student services; (3) human resources, emphasizing recruitment and retention of a culturally diverse staff and staff development; (4) enrollment management, discussing recruitment and efforts to increase enrollment; (5) finance, focusing on the development of a diversified funding base; (6) community development, highlighting training and retraining opportunities, leadership development, and recreational development; (7) structure and governance, addressing issues related to de-centralized authority, accountability, and autonomy for outlying campuses; (8) planning, research, and development, exploring issues related to improving information resources, distributing information systems, and budgeting; and (9) facilities, focusing on maintenance, remodeling, and housing needs. (TGI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 396 805

A Strategic Plan for College of the Redwoods

VISION 2000

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

COLLEGE OF THE REDWOODS

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

C. Sampson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

JC 960 442

...An invitation to join us in moving ahead into the next century

Planning is the process by which we understand the present and create our future. Vision 2000, the strategic plan for College of the Redwoods, has been under development for more than four years. Over 30 people were involved in creating this document and all constituencies, including the communities we serve, were invited to make suggestions or comments about the plan at various points in its evolution. Vision 2000 represents a shared vision of the future and a consensus about the directions the College must take to create that future.

Vision 2000 presents a blueprint for growth; in numbers of people served and the quality of services. It takes into consideration the megatrends of the future and their implications for a rural community college district that is large in area, relatively small in enrollment, has a tradition of service, and that has great potential for excellence.

College of the Redwoods takes seriously its responsibilities to the communities on the north coast of California. The plan points in directions sensed by us all, and will be the vehicle that will carry us into the 21st century while preserving, respecting, and building on the 30 years of service College of the Redwoods has provided to its constituents.

It is not an easy or oversimplified plan. It deals directly and in some depth with the major components that make up the publicly-supported, collective enterprise that is College of the Redwoods.

I hope you will take the time to read our assessment of who we are, where we are going, and how we can serve you, your family, and your community better in the future. If you have any comments or questions, I invite you to contact me personally.

Sincerely,

Cedric A. Sampson
President
June 1995

Our vision is that College of the Redwoods will provide the best lower division education and the best vocational education in the state.

VISION 2000

Trustees, administration, faculty, and staff will function as an educational team whose primary objective is the success of each student.

VISION 2000 describes the strategy the District must follow to make its vision a reality. It consists of three main components and nine specific directions of development. The three components are:

- Concentration on excellence in teaching and learning
- Development of a diversified funding base
- Development of a solid infrastructure and accountability systems

Susanne Yost, CR '94 District Valedictorian, Eureka Campus, receives her AA Degree from CR President/Superintendent Cedric Sampson

In order to sustain our collective vision of the College, every request for substantive policy change, for significant amounts of money, or for changes in direction of a program or effort must be referenced to, and evaluated in terms of, the Strategic Plan.

The Strategic Plan is the "basic agenda" for each college year, a guideline document to be considered in determining institutional budget decisions. To maintain flexibility, each year the Strategic Plan will be reviewed by an institutional committee whose recommendations provide an action plan specifying objectives, timelines, responsibility, and sources of funding—leading to full implementation of the Plan.

In this report, ***recommendations are highlighted in bold italic type.***

BEST COPY AVAILABLE

CURRICULUM
the heart of the College

The curriculum is both a manifestation of our values and the means by which we accomplish our ultimate end—the instruction of our students. To be effective, the curriculum must be diverse and yet cohesive. It must meet a wide variety of needs but still serve common goals and convey the kinds of core ideas, skills, and attitudes necessary to unify the educational experiences of our students. In order to serve the dual functions of unity and diversity, the curriculum must be carefully crafted, and the various components must fit together well. The basic skills curriculum must prepare students to succeed in associate degree and transfer level courses. The general education, pre-major, and vocational education curricula must be clearly integrated so that students can move easily from one to the other and so that students clearly understand the relationship between the various parts of their education. The curriculum must also be relevant to the society in which we live. Without pursuing short-lived trends or abandoning what is valuable in our intellectual tradition, we must ensure that the curriculum is consistent with the real needs and interests of our students and is directly relevant to the circumstances of their lives.

The curriculum must be vital—constantly changing and developing as our understanding grows. Our goal as educators is not simply to train students or to communicate a fixed body of knowledge, rather it is to instill in students an appreciation for the vitality of learning so that when they leave College of the Redwoods they will take with them not only the ability but the desire to learn.

Above all, the curriculum must reflect the commitment of the College to excellence and to the highest standards of intellectual inquiry. This commitment to excellence should be manifest in every aspect of the curriculum so that every student, whatever his or her interests or abilities, is assured of receiving the best education possible.

The curriculum should be regularly evaluated on the basis of how well it promotes student development and progress toward student goals.

- ***Assess on an annual basis the effectiveness of the transfer function***
- ***Develop an occupational education student follow-up system to assess the preparation of occupational students***

CURRICULUM
the heart of the College

- ***Develop a comprehensive student tracking system to assess student progress through the curriculum***

Content

The curriculum is divided into various disciplines: biology, drafting, English, mathematics, etc., each with its own specialized body of knowledge. However, at the core of each discipline is a particular mode of thought, a way of approaching reality, which is actually more important to master than the body of knowledge, especially in an era when knowledge is expanding and changing so rapidly. The curriculum must teach students how to think by teaching them the discipline of thinking like a biologist or mathematician. This is the content which will continue to serve the student long after the information learned has been made irrelevant by new discoveries.

Teaching students how to think

Interdisciplinary approach

As we teach students to think within these disciplines, however, it is important to stress the interrelatedness of knowledge by ensuring that the various disciplines work closely together and emphasize the correlations which exist between them. It is also important that all disciplines reinforce the teaching of certain skills which are fundamental to a student's success: communication, computation, critical thinking, and computer literacy. These skills are not a natural by-product of the curriculum, but must be consciously included in every course. New ways of assessing students' mastery of these skills must be developed.

Critical skills

The College will develop more interdisciplinary courses linking the sciences and humanities; the vocational and non-vocational programs.

Multicultural approach

Our students need to be prepared to function in an environment enriched by cultural diversity, and to do so they must have both an understanding of other cultures and an appreciation for their contributions. This kind of understanding and appreciation can only be taught when multicultural approaches infuse the entire curriculum, but this necessitates an extensive reevaluation of each discipline and a commitment on the part of the faculty to transcend traditional approaches to their fields. Moreover, the faculty, staff, campus environment, and extracurricular activities should all reflect the diversity of American culture and reveal the value of that diversity.

The College will strive to infuse the curriculum with multicultural and ethical perspectives and ensure that all appropriate courses teach and reinforce the skills

CURRICULUM
the heart of the College

of communication, computation, critical thinking, and computer literacy.

Ethics and values

Students should be presented with the range of ethical issues inherent in the subjects they study. Without any attempt to inculcate a particular set of values, the curriculum should help students to understand the concept of values and train them to make ethical decisions.

Coherent program leading to degree or certificate

Overall, the challenge is to see the content of the curriculum in terms of student need and student success rather than in terms of academic history and tradition. Many students wander through the curriculum without a clear sense of direction. The result is that too few students earn degrees or certificates. The content of the curriculum should promote student success by providing sufficient guidance to students so that they will pursue a coherent program of studies leading to a degree or certificate, and so that they will obtain the kind of education which will prepare them for a lifetime of growth and continued learning.

The College will develop a coherent core of courses and services which ensure that all students entering the associate degree program are prepared to learn and motivated to succeed.

The College will develop procedures to ensure that, to the fullest extent possible, full-time students can complete their degree requirement in two years and certificate programs in the time specified in the catalog.

Shape

The shape of the curriculum is determined by the kinds of courses and programs it contains and by their proportion within the overall curriculum. This shape develops over time because of student demand or faculty interest, but it needs to be periodically reviewed and measured both against the mission of the College and against student success rates.

For example, if students are not succeeding in the courses in which they are enrolled, then they may be enrolled in the wrong courses or the courses may need to be redesigned. In terms of the numbers of students enrolled in its various parts, the College of the Redwoods' curriculum seems roughly consistent with the College mission statement. That statement establishes associate degree and certificate programs, transfer education, and occupational education as the three primary missions; transitional education or skill

CURRICULUM
the heart of the College

development as a secondary support mission, and non-credit adult education and community service as a third-level priority.

Consistent with mission statement

The shape of the curriculum serves the goal of student progress, for example, by offering the right mix of skill development and associate degree classes.

Goal is student progress

The development of a more sophisticated student tracking system will enable the College to determine whether additional instruction is needed to facilitate student progress and make the curriculum even more responsive to student and community needs.

Signature programs

While the mission of the College requires a curriculum of considerable breadth, the College cannot offer courses in all areas and still maintain the excellence of its programs. The College must decide in which areas it will specialize. Those areas will become the "signature programs" that define the institution. Our Fine Woodworking program enjoys an international reputation; and other vocational programs such as Nursing, Administration of Justice, and Construction Technology are clearly central to the College because of their quality and importance to the community. Our English and Mathematics programs are strong and innovative and provide the foundation skills necessary for other programs. Psychology and General Studies are both critical to our focus on student development, and Environmental Science has a special

Mark, Nancy, and Mike laying out bay window for House 23 in Construction Technology class

BEST COPY AVAILABLE

CURRICULUM
the heart of the College

relevance to this geographical area. However, we must establish a clear consensus in other areas as well and establish the kinds of priorities necessary to ensure that the shape of our curriculum is a matter of planning and choice rather than historical accident.

The College will undertake a study of undergraduate education in order to achieve a deeper consensus on the purpose and structure of the curriculum and to elicit a clear thematic focus for the institution. As a part of this activity, the College will make a study of "signature programs" which are crucial to its future development.

Rigor

Ensuring that the curriculum has appropriate rigor has always been a major challenge to community colleges because of the broad spectrum of students and the differences in their academic preparation. In the transfer curriculum, faculty must maintain academic standards which ensure that students will be as well prepared for upper division work as their counterparts at four-year universities. If we judge the rigor of such courses by how well our students do after transferring to four-year institutions, then we are clearly doing an excellent job. Students from College of the Redwoods not only earn higher Grade Point Averages (GPAs) than other community college transfers, they also earn higher GPAs than students who began their academic careers as freshmen at four-year universities.

Successful transfers

Vocational programs

The rigor of vocational programs must be continually reassessed to ensure that students have the skills and knowledge they need to succeed on the job, both locally and nationally. Students not only must have the entry level skills necessary for initial employment; they must also have the learning skills and discipline necessary to master the rapid change and development that characterize many fields today.

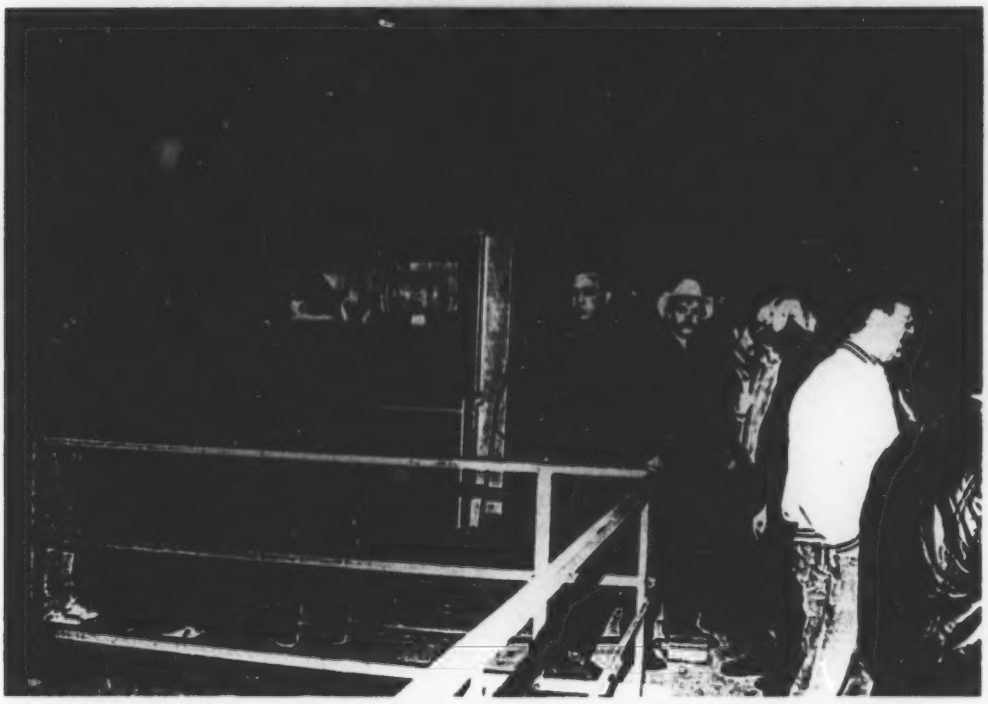
The College will strengthen its ability to provide workforce training for students seeking to acquire the higher level skills now required of workers in the information age. In addition, the College will respond to the need for local job training and retraining.

Delivery

Computer technology and interactive media have created great opportunities for improving the effectiveness with which education is delivered. The College's drafting and mathematics programs are

Technology and innovation

good examples of how technology and innovative instructional techniques can be combined to increase student involvement and thus enhance instruction. Such programs not only teach students the specific material more efficiently, they also teach the student how to learn and how to access information. Students are able to learn what they need to learn at their own pace rather than being limited to the content and pace determined by the majority. Technology, integrated into the curriculum and combined with other forms of innovation, will have a significant impact on the quality of instruction.



CR class updates training for industrial technicians from area industries such as pulp mills, sawmills, water treatment plants, and Cal Trans—tour of Humboldt Bay Municipal Water District (HBMWD) pumping plant at Essex

The College will develop an overall plan for the use of technology in the classroom, outlining how computers and other technology will be used to individualize instruction and involve students more actively in the educational process.

The College will explore implementation of a distance learning program and the capacity to produce and transmit educational programs to remote areas of its large district. The College will pursue grant funding and other opportunities which would support the exploration of telecommunications capability and distance learning.

BEST COPY AVAILABLE

CURRICULUM
the heart of the College

Student involvement

Classroom-based research is one strategy being used now to a very limited degree at College of the Redwoods which has proven particularly effective both in involving students more in the educational process and in assessing the effectiveness of instruction. Classroom-based research is a means of directly and immediately assessing whether what has been taught has actually been learned. It also allows faculty to modify their approach on a class-by-class basis.

Articulation

The articulation of the college program with the programs offered at four-year institutions, high schools, adult schools, and Regional Occupation Programs (ROPs) is a process which is never completed. The more extensive our interactions with four-year institutions, particularly direct faculty-to-faculty interactions, the more readily our students will be able to move from one institution to another. Articulation with feeder high schools is less formalized and even more important. If our programs are not well coordinated with programs at the high schools, students entering the College may be unprepared to do college level work or may be enrolling in courses where the curriculum pointlessly overlaps their high school instruction. Again, the critical element of fully articulating our curriculum with the K-12 system is faculty-to-faculty interaction.

Upward Bound students from area high schools attending summer session Introduction to Biology class—observation on the Eureka campus lake

CURRICULUM
the heart of the College

As a community college, we must also ensure the continual articulation of our curriculum with business, industry, public agencies, and the community as a whole—to understand and respond to local needs.

The College will strengthen its articulation efforts both with four-year institutions and with feeder high schools and will establish a structure to oversee articulation with the K-12 system.

It will also establish advanced placement (2+2) programs in as many vocational programs and with as many high schools as possible and will also establish a coordinated Tech Prep vocational education program to improve student preparation in technical fields.

BEST COPY AVAILABLE

STUDENT SERVICES

Student centered assistance

Students enroll at College of the Redwoods for a purpose. They want to get ahead,to succeed in work and life, and they believe that education will improve their chances for success. Many students need considerable help in overcoming the obstacles which stand in the way: a maze of rules and requirements; poor academic preparation; lack of financial support or child care; or low self-esteem. Many students also come without clear knowledge of their aptitudes, interests or goals, and have difficulty negotiating a path among the extensive array of courses and programs offered. Student Services strives to provide each student with the assistance necessary to make their educational experience productive, to foster growth, and to create an attitude toward learning which will ensure continuing success.

Matriculation, a mandated process

The California Legislature's demand for higher success rates among community college students has led to significantly expanded support services to students. The Matriculation Act of 1986, mandates a process for clarifying an entering student's goals. Matriculation requires a program of assessment, counseling, and follow-up aimed at retaining more students and promoting their success. The goal is greater accountability on the institution's part for assuring student success. Matriculation also promotes the student's own responsibility for planning and decision-making.

Matthew Hamrick receives President's Honor Award, in recognition of his academic achievement

BEST COPY AVAILABLE

STUDENT SERVICES

Student Educational Plan

The central element in the process of Matriculation is the Student Educational Plan—an agreement between the individual student and the College for the achievement of the student's academic goals. The student specifies an educational goal and the College agrees to provide classes and services to meet that goal.

The aggregate of all student plans collectively defines the student need for classes, programs, and services. To meet these student needs fully may require the addition or revision of classes, or the development of core curricula in which students who share common disciplinary objectives are given a coherent, uniform program.

To enhance student development, the College must meet the challenges of Matriculation (proper placement and planning on entry) and then move toward a coherent core of counseling and academic services.

Student success courses

Student services can also assist students to utilize their academic opportunities to learn more about themselves as individuals. "Student Success" courses are offered to provide formal instruction in study skills, life skills, career planning, and goal setting. These courses are also designed to enhance self-esteem and develop active learning behaviors.

The students of the future, in their diversity, will require more sophisticated assessments of their academic abilities, career goals, and personal resources. However, as family systems change, personal resources shrink, and community services become less available, the College may have to supplant other forms of public support, or coordinate with other agencies to ensure that services are available to students on a community-wide basis.

The College will do a comprehensive assessment of a student's academic and personal preparation to increase the student's potential for educational success. The College will commit resources and establish its priorities to accomplish this.

Teamwork between faculty, staff, and administration

As the District commitment to student progress becomes more pervasive, faculty, staff, and administration will see themselves less as independent and autonomous workers and more as members of a purposeful, college-wide, educational team. Realization of the commitment to student progress requires academic and student services functions to work in tandem—to first attract students— then to advise, enroll, teach, encourage, and inspire students to succeed as workers, citizens, and persons.

STUDENT SERVICES

Organization and staff development

Rather than operating as a loose confederation of programs, Student Services itself will need to become more unified. Linking services together, sharing resources, and operating with common guidelines will characterize these new efforts.

The College will unify, coordinate, and share resources, integrating the various efforts of Academic Affairs and Student Services in order to maximize services to students.

Unified services

College organizational renewal will require new staffing patterns, retraining and cross-training of staff. Student Services programs have traditionally utilized a staffing model where classified staff, administrators, and faculty work together in units. Due to the variety of services offered by different staffs, gaps in services to students may occur if coordination among staff members is not well developed and consistently maintained.

The College will continue the development and implementation of the appropriate staff and program models.

Up-to-date advising

To serve a diverse student body, student services personnel must be constantly updated on career information, articulation with other schools and colleges, changes in CR programs, state mandates, and personal and social problems faced by students. The development of skills and techniques for dealing with these issues necessitates regular and coordinated training.

The College will develop and maintain a comprehensive faculty advising program and encourage faculty participation in all phases of student services.

Technological advances

Information processing and the establishment of feedback loops to monitor student support service components and measure student outcomes has become a central task of Student Services.

The College will establish basic levels of skills in computer literacy, research, critical thinking, and problem solving among student services staff.

Saving time and resources

Computer technology allows the College to respond to the demand for data on student performance, school effectiveness, and curricular efficiency, as well as provide the students with up-to-date information to "tailor make" their educational experience. It can assist students with routine information while more individualized questions can be answered by staff.

The College will continue to provide a systematic review of Student Services programs.

STUDENT SERVICES

Direct student access

Student advisement systems can be expanded by giving students the ability to use a computer terminal to "help themselves" in exploring educational options, obtaining articulation information, and performing degree/transfer audits of necessary course work. Technologically-aware students would, at the same time, be learning to utilize information technology required for their daily lives.

Integrated and comprehensive

The goal of using technology is to provide the staff with information about student characteristics. Educational goals, student attitudes, values, personal needs, and student outcomes such as transfer, course demands, scheduling, degrees earned, and career/employment data are some of the kinds of information needed. The information can be used to develop a "support profile" of our students even before the student arrives on campus, thereby improving the methods for developing viable Student Education Plans, and, most importantly, promoting positive student outcomes.

The College will continue to develop the use of program quality and accountability outcome indicators—measures of student success.

The College will implement a staff development program for existing Student Services staff to learn about and use basic research methods. Future staff hires by the College will have a foundation in computer knowledge, research methods, and quality program concepts.

Student life: the whole person

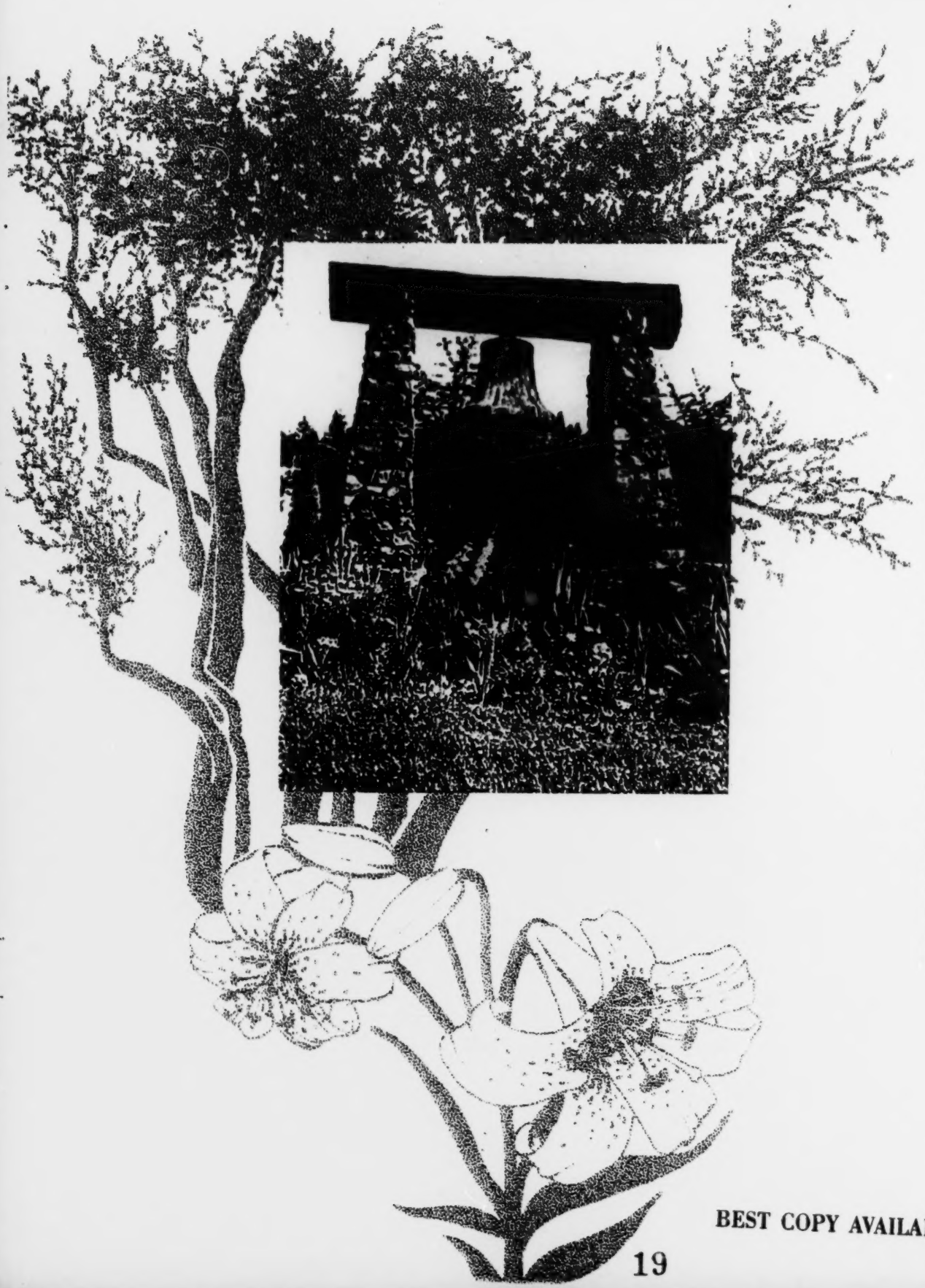
The College experience is more than just the hours spent in the classroom. The experience students have in interacting with each other and the faculty and staff, in honing their

CR International Student's Club at a holiday gathering

skills as athletes or student leaders, or in sharing common interests through clubs, is essential for their growth as community members and for having positive memories of their college life. With the wide age range and varying goals of our students, events cannot be left to one office or student group to plan. All students, faculty, and staff must be brought into the planning and implementation of a student life program, and be assisted by an office which is designated to provide technical expertise.

The College will develop a comprehensive Student Life Program which recognizes and supports a student's academic, personal, and extra-curricular needs.

The College will develop and maintain a strong student governance process, provide opportunities for leadership courses/ventures, and promote the concept of students as the central focus of the College.



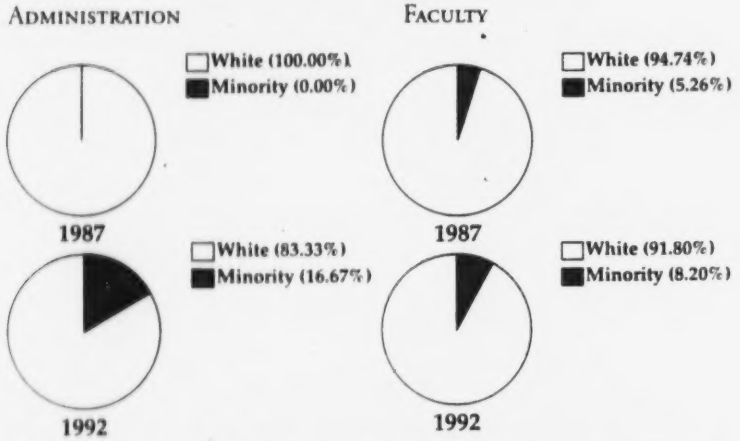
BEST COPY AVAILABLE

HUMAN RESOURCES

Community colleges are labor intensive enterprises—85% of this District's budget is spent on personnel-related costs.

In the next five years, 68% of the full-time faculty will be eligible to retire. This will create an opportunity for College of the Redwoods to consider modification of existing curriculum and expansion of successful programs. New and innovative programs could be launched to reflect the evolving needs of students preparing for life in an ever-changing global environment. As staffing changes occur, the College will also have an opportunity to improve the diversity of its teaching staff to reflect more closely the multicultural ethnic population of the state and nation.

Ethnic Representation Fall 1987 compared to Fall 1992



Meet statewide affirmative action goals

A diverse staff

Ethnic minorities and women, historically underrepresented at the College, will be recruited to meet the challenge of improving diversity. A staff that understands the diverse backgrounds of our students— academic, socioeconomic, cultural, disability, status, gender and ethnicity—will create an appropriate campus climate essential to the success of our educational endeavors and the health of the institution.

A program for recruitment and retention of a culturally diverse staff with a balance of ethnic minority and female representation will be established. The ratio of full to part-time faculty should be increased.

Ensuring a highly qualified workforce

A comprehensive program for staff renewal will be developed including opportunities for professional development, cross-training, and upward mobility. In turn, this will promote organizational flexibility, harmonious relationships, and an institutional environment supportive of educational growth.

A Staff Development Department will be established to develop the program for staff renewal and stimulate the overall sense of responsibility for the success of the College mission within all employees.

HUMAN RESOURCES

Emphasis on improved teaching techniques, innovation in the teaching process, new methods of instructional delivery, appropriate use of technology, and a program of rewards and incentives will characterize the staff professional growth program.

The College will provide rewards and incentives including:

- ***recognition for accomplishments, cost saving, or good ideas***
- ***incentive plans for professional growth***
- ***faculty rank to honor professional attainment***
- ***distinguished faculty lectures to highlight faculty scholarship and achievement***
- ***endowed chairs to support excellent teaching***

Quality programs and services for students and the community are the reason College of the Redwoods exists. By fulfilling the goals we have identified, the College will become even more a place where students, staff, and community grow, interact, and support each other…a people place.

Bob O'Connell, notable "Star-Man" at CR and '94 outstanding faculty Portugal Award recipient

BEST COPY AVAILABLE

ENROLLMENT MANAGEMENT

Not just recruitment

Enrollment management in its most basic form is recruitment, but in its mature form it is the interface between the College and its external environment. Successful enrollment programs change the way the College perceives its clientele, confronts challenges, utilizes opportunities, and manages its resources.

An even approach to cyclic swings in enrollment

In the past, enrollment management has been essentially a marketing program aimed at increasing student enrollment during enrollment declines. In the future, the central focus of a unified (involving both academic and student services sectors) enrollment management plan should be toward continuous, incremental changes that avoid wide swings in enrollment levels.

Central to a successful enrollment **plan** is the following:

- Leadership, college-wide participation, and integration into the mission of the College
- A clearly articulated set of strategies for enrollment management
- A future-oriented plan so that the institution has lead time to prepare for future events
- A fully integrated information system
- An evaluation component to assess the success of the plan

"Front end" (demand driven)

Enrollment management consists of the following elements:

- Public information and advertising
- Target marketing to match enrollment patterns with the curriculum
- An intake process for prospective students
- Enrollment forecasting capabilities based upon prospective student inquiry trends
- Program demand analysis based upon information from the prospective student data
- Follow-up communications with prospective students who are interested in programs that the College might develop
- Applicant processing and assistance in preparing the student for matriculation

"Mid-stream" (supply driven)

- Limiting or expanding student services according to the strategic direction of the College
- Limiting or expanding course offerings according to the strategic direction of the curriculum

"After-service" (output driven)

- Encouragement of appropriate re-enrollment after the student leaves

"Front-end" enrollment management is the most effective. Through it the College can target certain groups of prospective students who are interested in programs that the College supports, far in advance of budget preparation.

ENROLLMENT MANAGEMENT

The College will use research to identify geographical areas especially well-matched with College programs and will do selective recruiting for them.

The College will recruit actively in local high schools to ensure that local students are aware of programs and services and have facilitated access to them.

Nancy Yagi, Director of Human Resources, and Paul Mendoza, Vice President, Student Services, staffing CR's information booth at Humboldt County Fair

Feedback and follow-up between student interest and programs offered

To be effective, enrollment management must be fully integrated into the Student Services and Curriculum planning processes. Prospective student tracking and recruitment will be carefully structured to avoid creating a program demand the College is not prepared to meet.

The College will develop information systems for communicating with prospective students and matching instructional program plans with prospective student demand.

Funding is restricted

Even though the College physical plant is capable of accommodating many more enrollments than are now supported, the College finds itself in the position of having to manage its enrollment to stay within the limits of its resources from the State.

The College will seek growth of funded resident FTES (Full-time Equivalent Students) at the rate of 2% per year to the year 2000 or at the rate allowed for by State growth funding.

Foreign student enrollment is likely to increase substantially in the future. The College also anticipates an increasing demand from out-of-state students.

BEST COPY AVAILABLE

ENROLLMENT MANAGEMENT

The College will:

Recruit tuition-paying students to the extent that it does not reduce opportunity for local students, but does improve space utilization.

Maximize the use of its facilities by block scheduling, improved retention, and better articulation with high schools, adult schools, and ROPs.

Improve retention through aggressive staff development and grant-funding initiatives such as Title III and Vocational Applied Technology Education Act (VATEA) activities.

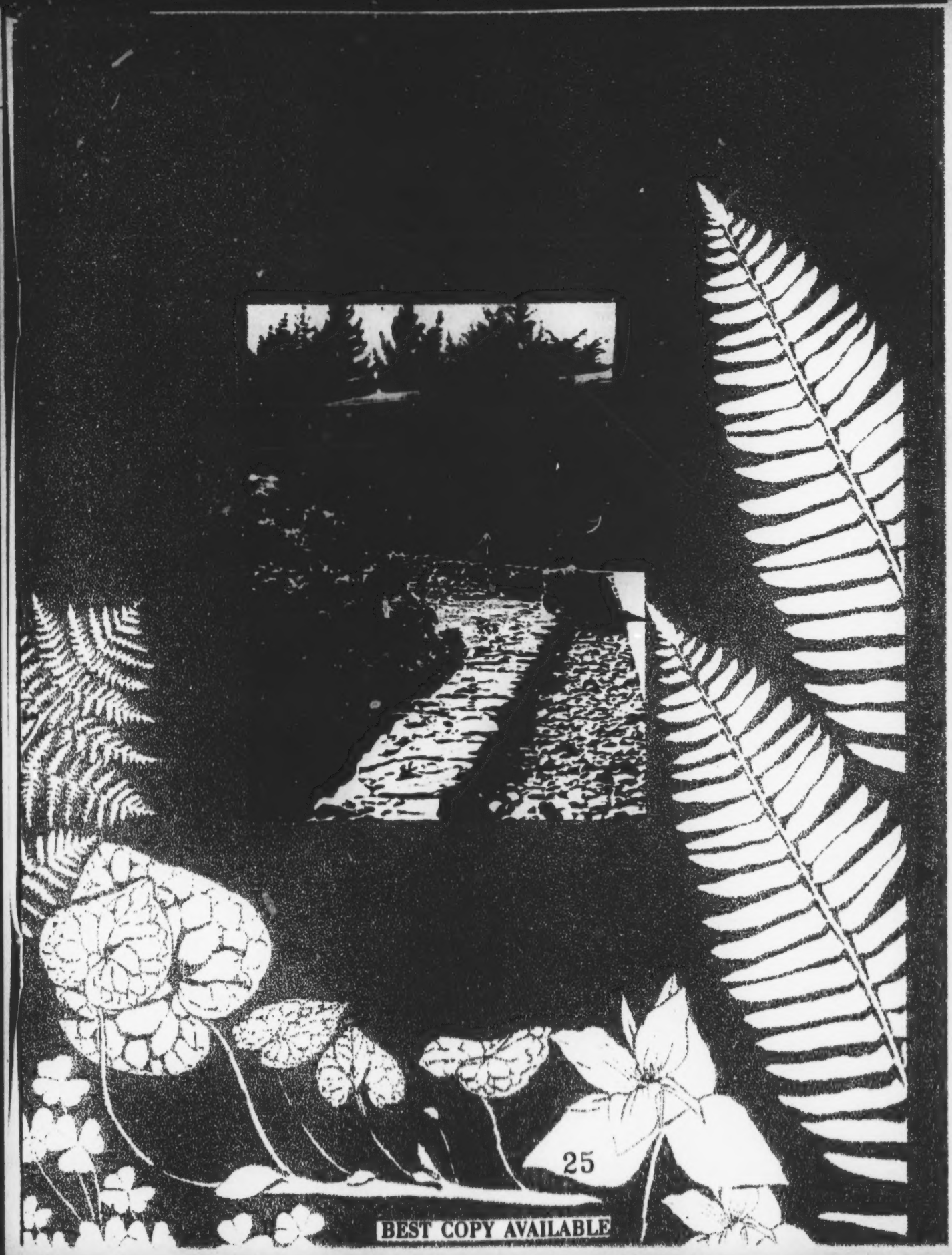
Long-range planning

Demand for space in different programs can change rapidly and is often unpredictable. Classroom space needs and uses require adjustments and remodeling for optimum utilization, yet funds are not available to make such changes. Remodeled classroom space would make it possible to incorporate new technology, improve efficiency and effectiveness of instructional delivery, and attract and retain more students.

The College will seek both public and private funding to remodel instructional space and create additional dorm space at Eureka and at the Mendocino Coast campus in order to attract students.

The College intends to increase the enrollment at the Del Norte and Mendocino Coast campuses to a level which makes it possible for them to become separate colleges within the District.

Rapid changes in the coming years will require anticipatory behavior by the College. It will need to develop long-range forecasting capability, using sophisticated information systems to match incoming demands with internal data from instructional and student services. The enrollment management function must focus its efforts on customer service. For our purposes, the "customer " is both the student and the community.



BEST COPY AVAILABLE

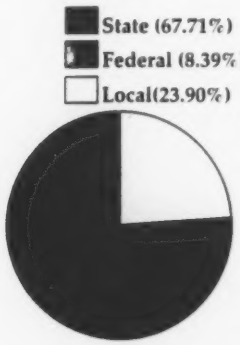
FINANCE

State funding is insufficient

Sound business planning and decision making are the essential foundations upon which successful college programs are based: quality education cannot survive long in a climate of financial instability.

The District needs to establish long-term financial stability.

Sources of District Revenue 1991-92



Financial stability is necessary for the College to continue to offer quality instruction and programs, even during periods of national and state economic downturns; to make investments in technology up-grades for instruction and support services; and for major expenditures in facility maintenance, equipment replacement, and capital construction. It is clear that there will be insufficient funds to meet these needs completely.

The District receives 90% of its income from state and local tax sources. 68% of that is from the State, while local sources of funding have declined from 45% prior to Proposition 13 in 1978, to 23% in 1991-92.

State revenues are predicted to be insufficient to meet the District's future needs. It is estimated by the California Post Secondary Education Commission that while California's revenue will increase by 6.9% in the next five years, the community college system will need to grow by 8.5% just to absorb the anticipated growth in student population. State budget gaps will place even greater pressure on its ability to meet the funding needs of community colleges—into the forseeable future.

Problems with State funding

The level of state support from year-to-year is unpredictable. Funding formulas change annually and are dependent on the economy of the State and the politics of the moment in Sacramento.

Funding by the State meets only minimum standards—at CR Full-Time Equivalent Student (FTES) funding is at 51% of the standard recommended by the Master Plan Commission on Community College Finance—less than the statewide average for all community colleges of 55%.

Funding uncertainties

Much of the state and federal funding is restricted for specific purposes, leaving little for local prioritizing. Flexibility to pursue local needs is limited to a small portion of the general fund. Adequate reserve funds are essential for emergencies and for financial stability during short-term economic downturns when the State lacks the ability to provide necessary funding.

The District's Unrestricted Reserve for Economic Uncertainties will be increased incrementally from the current $829,764 (4% of the total budget) to between 6-8%.

Variable money from Lottery, Forest Reserve Fund, Redwood National Park Apportionment, and Program Improvement funds cannot be counted on as a funding source for ongoing expenditures.

One time or variable revenues will be committed to increasing the reserve or be used only for non-recurring expenses.

FINANCE

Variables that impact long-term planning

New instructional and support programs should not be started without considering the resulting diminished resources for currently operated programs.

New programs will have an ongoing funding source. If they do not, reductions in established programs and services must be made before new programs begin.

The Community College Reform Act (AB 1725) set a target that 75% of weekly faculty contact hours be taught by full-time faculty. To meet the target 42 associate faculty will need to be converted to full-time at a cost of about $1,000,000.

Program Improvement and Enrollment Growth funds are a revenue source that can appropriately be used to convert associate faculty to full-time.

Increase efficiency and productivity to improve services to students

Levels of efficiency and productivity in the District are low compared to the statewide average. Communications and problem-solving processes in our District do not take advantage of the efficiencies of advanced technology. Low average class sizes leave empty seats in some classes while others in high demand areas have long waiting lists. Total full-time equivalent employees (FTE) at CR are greater than similar staffing levels at other, similar, community colleges.

The College will continually examine its operations and seek ways to improve delivery of services to students and community.

The District's budget will include a priority for staff development—2% set aside for staff enrichment activities including travel, conference, and inservice programs. Staffing levels will be regularly compared to other institutions and reduced when in excess of the norm.

No long-term planning for capital projects, new equipment purchases, and equipment replacement process is in place. Projects which have been deferred that need to be done in the next five years to prevent the deterioration of the buildings and grounds will cost an estimated $3,000,000 more than is available through state funds. Also, long-term debt for retiree health benefit programs must be planned for and funded.

A series of funding alternatives will be explored

- ***Joint venture projects with private enterprise will be explored for capital expansion and operational activities, i.e. dormitories, cafeteria, etc.***
- ***Tuition generated from the enrollment of non-resident students will be increased from 1% currently to 10% by the year 2000 in order to improve the District's cash flow and improve facilities utilization.***
- ***Revenue from federal grants will be increased from 6.5% of the College budget, at present, to 10% by the year 2000.***
- ***Community fund raising will become a permanent and central function of the College.***

FINANCE

- ***District endowment funds received from donors for a specific use will be increased from $189,000, at present, to $2 million by the year 2000 through more aggressive community development and marketing efforts.***

College of the Redwoods Foundation League member Dee Daneri volunteering at CRFL's annual rummage sale

BEST COPY AVAILABLE

COMMUNITY DEVELOPMENT

The College has a responsibility to contribute to the development of the community it serves. Community development has several different aspects: Economic, Leadership, Cultural, Social, and Recreational.

Serving the interests of the community as an active partner

The College will establish a task force to help define the role of CR as a community development ally in each of the campus locations.

Economic development

From its inception, the College of the Redwoods has assisted in the economic development of the community through vocational education. In recent years, however, economic development has been defined as going beyond the traditional preparation of students to include cooperation with community agencies, partnerships with business and industry, and coordination with publicly-funded job training programs.

The College will:

Provide training and retraining to appropriately prepare community members for local and area job opportunities.

Provide training for small business start-up and success through the business programs at the three campuses.

Provide training for large employers such as Pacific Lumber, Pelican Bay Prison, Georgia-Pacific, Simpson, Louisiana-Pacific, government agencies, hospitals, and others.

Explore the expanding opportunities through state and federal funding to establish training centers and programs to provide for local training needs.

Leadership development

Broadly defined, community development includes participating in community organizations and activities such as the Chambers of Commerce, local redevelopment agencies, Main Street programs, local task force groups, service clubs, and others. This means committing a portion of college operating and capital budget, space, time, information and data collection/analysis, and personnel resources to support these community programs and activities.

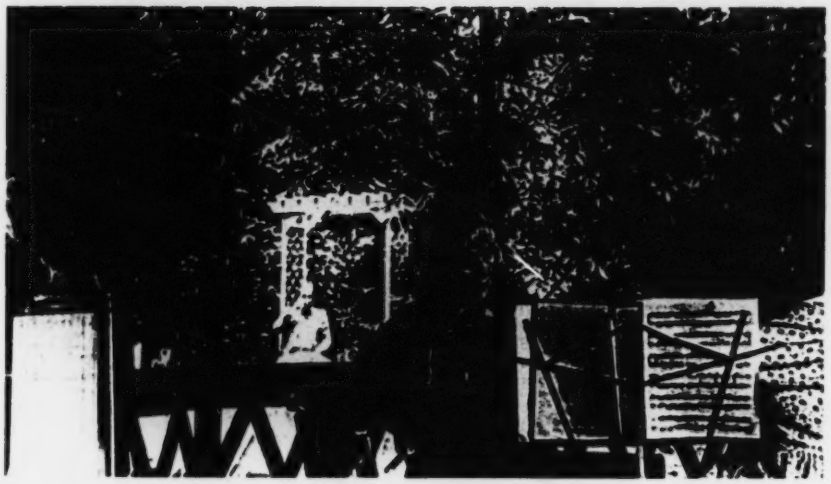
The College will continue to explore its role in the development of a convention center complex in Eureka.

The College will coordinate with Humboldt State University, Private Industry Councils, Regional Occupational Programs, Employment Development Departments, local development forums, Chambers of Commerce, etc. to promote and lend expertise to community development and retraining efforts in our service areas.

The College can integrate the community into the campus by sponsoring special events, courses, art shows, concerts, and seminars that bring local residents to the campus.

COMMUNITY DEVELOPMENT

Cultural development



Musicians Mary Leah DeAndreis and Madeleine De Andreis Ayres set the mood at CR Foundation League garden party fund-raiser

The College will:

Continue to explore funding sources for the establishment of performing arts centers at the Del Norte and Mendocino campuses, including possible joint ventures with cultural and governmental organizations.

Continue to study and plan for the development of the Mendocino Coast Campus as an aesthetic asset for the coastal area that incorporates art into campus development at all stages.

Develop a "presence" in downtown Eureka for the Eureka campus using the Ricks House as a community meeting site, information center, registration location, and extension class site.

Explore the possibility of grant funding to establish a workplace literacy project at the Eureka campus as a way of matching college expertise and community need.

Development of "community" should be more than just a series of activities; it should include the idea of community as an integrating and forceful vision.

Recreational development

In its planning and development deliberations and actions, the College will seek out and pursue opportunities to serve its constituents and enrich the lives of those in the service area.

The College will:

Explore the feasibility of a college/university "park"at the Del Norte and Mendocino Coast campuses, including possible affiliations with Humboldt State University, Sonoma State University, and appropriate campuses in the UC system.

Study the feasibility of authorizing establishment of the Humboldt County Botanical Gardens on leased land at the Eureka campus site.

Develop the trails and woodland areas of the Eureka campus to make it a destination for visitors and tourists and a place for community recreation.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

STRUCTURE AND GOVERNANCE

The organizational structure and governance systems of an institution are important to its success. In an age in which information is a primary resource, an institution must be able to evaluate data and be able to learn. As the pace of change accelerates, an organization must be flexible and able to adapt to new conditions.

Service to students and community at the center

The Board of Trustees will, on a regular basis, review and, as necessary, revise the District's basic governance documents including the Philosophy and Mission statements, and the Strategic Plan.

A new organizational model

Optimal organizations have horizontal or flat organizational charts; de-centralized authority; autonomous, self-managed workers; distributed information systems, and a structure which empowers people to participate in decisions. This "flattening" means fewer layers between administration and the faculty and staff who deliver the service to our clients (students and the community), allowing for autonomous action, teamwork, and rapid response.

Accountability of the educational team

Shared governance is established in law as the mode in which the community college will operate in California. Shared governance is intended to involve faculty, staff, and students; with active participation of all appropriate constituencies in decision-making. Every person in this organization must assume personal responsibility for their role in assuring student success as part of the educational team. Accountability for student success will become a recognized part of the governance process.

The Board of Trustees will formally articulate its policy relating to Academic Senate responsibilities in governance as delineated in law.

If shared governance is to be effective it requires an unprecedented level of responsibility for clear communication among administration, faculty, staff, and students. The administration must support faculty, staff, and students in developing skills and providing the time needed for full participation in the decision-making process.

The College will make maximum use of the tools of the information age to enhance communication internally and externally.

Autonomy issues for outlying campuses

The issue of centralization vs. decentralization must be addressed. Models exist for the clear and appropriate delineation of functions between a central campus/district headquarters and outlying centers or campuses.

The Board of Trustees will create a plan for the development of the Del Norte and Mendocino Coast campuses as separate colleges within the District.

PLANNING, RESEARCH, AND DEVELOPMENT

Change agents with a focus on the future

Planning, research, and development is that constellation of activities in a college which gives strategic direction to its efforts to deliver quality service. These include:

- a guiding overall vision
- the will to constantly improve
- high quality information and analysis to evaluate progress
- a sufficient and flexible resource base

Planning provides both a broad outline of future directions and a specific set of goals and objectives for achieving the larger mission. Research provides information about large-scale societal directions and needs as well as detailed analysis of progress toward the goals and objectives as defined by the planning function. Finally, development provides alternative sources of revenue with which to realize the planning objectives.

The larger picture: scenario building

The primary task for planning is to look beyond the rapidly changing day-to-day information to the relationships among elements, and to draw conclusions about strategic direction from the underlying relationships, which change at a slower pace. This process is driven by strategic thinking. The bits and pieces of information one encounters each day are seen as belonging to larger categories, and those in turn are related to even larger categories. With skill, it is possible to see correlations among these categories. When people collectively share this style of thinking, it is possible for them to relate to each other on the basis on these large conceptual structures, and to construct scenarios of plausible futures. Scenario building must be at the heart of planning in a rapidly changing environment.

Retreat at Camp Bauer for District employees builds teamwork and information sharing approach

The Strategic Plan needs to be updated and approved regularly to keep it abreast of current realities, and make adjustments based on forecasts of large-scale changes and the process noted above.

The College will update the Strategic Plan prior to the Mid-Term Accreditation Report (year three of the five-year cycle).

BEST COPY AVAILABLE

PLANNING, RESEARCH AND DEVELOPMENT

Improving information resources

New accountability mandates from state and federal governments require measurement of outputs per unit of revenue input. These measurements require high-quality data on a consistent basis, along with information systems to capture and process the data, and the expertise among all employees to analyze and interpret it. Currently the quality and availability of our information is far less than that needed to do the required evaluations.

Although accountability mandates require high-quality and timely information, this is only a small proportion of what is needed for the College to manage itself optimally and improve its quality.

By the turn of the century, information will not be merely informative, it will likely be the basis of our currency and the primary source of power. The quality of our information will determine our viability as an institution as we begin the new century.

CR President Cedric Sampson in live video conference with William Lex, Associate Vice President, Mendocino campus

Distributed information systems

The proliferation of microcomputers (PCs) has created a de-centralized network in which each employee has a powerful computer connected to other computers with shared databases. In such a distributed information environment, control over information will require more management acumen than in the past. Thus, a central need is to develop distributed information systems within the District that are flexible, adaptable, and quick to respond.

The College will create guidelines for transition to a distributed information processing system.

The College will create an information systems committee to conduct ongoing evaluation of information needs. The acquisition of new hardware and software, changes of equipment, and changes to existing systems based on strategic planning objectives will be reviewed and guided by this group.

BEST COPY AVAILABLE

PLANNING, RESEARCH AND DEVELOPMENT

Improving quality in every aspect of the institution

Quality is possible in an organization where departments cooperate, the workplace is free of fear, and employees have autonomy and authority. Other characteristics include consistent and accurate measurement of all processes, training programs for employees that are organized and effective, and above all, a philosophy of relentless, continuous improvement of service that is pervasive.

Total Quality Management

In this period of increasing costs and decreasing financial support from the State, the College must resist the pressure to reduce service or quality. The corporate world has developed a set of tools for improving quality known as the Total Quality Management (TQM) program. TQM includes: Customer Focus, Continuous Improvement, and Employee Involvement. For example, when an action is taken to improve quality, the results are measured and a new action taken on the basis of the findings, which starts the cycle over again.

The College will implement a TQM based training program.

Create a research advisory committee

Implementing a continuous improvement program will institutionalize the research function. There should be a basic agenda for research at the institutional level as well as classroom-based research. At the classroom level, the limited time available should be directed toward those things which will yield the most useful findings. The institutional research level (research about the overall health, well-being, and direction of the College) needs guidance about the most important global-level research priorities.

The research advisory committee should also encourage publication of findings by employees who make significant discoveries, and help them with acquisition of resources for travel to present papers at conferences.

The Office of Institutional Research should provide training, literature searches, and assistance to investigators, when needed. The service should be available to all employees, because any useful information—regardless of its source—is valuable in the quest to improve quality.

The College will create a research advisory committee to identify its high-priority research needs.

Performance criteria

If the College is to know whether or not it is making progress toward its goals, it needs to know the kind of things to measure that indicate progress toward goals. Performance criteria can be either normative (based on national, regional, statewide, or peer institution variables) or summative (based on a set of ideal types).

The College will develop a set of criteria to define what elements it will measure at regular intervals.

The Office of Institutional Research will continue to update the book of benchmark statistics comparing College of the Redwoods to 19 other California community colleges of similar size and characteristics.

Broadening the resource base

It is easier to predict what you can control than what you cannot. Increasingly, state and local funding levels have become unpredictable. Colleges

have responded by increasing support for their broad-based resource development efforts—foundations, alumni associations, planned giving, booster clubs, and targeted grants from both public and private sources.

Gala '94, "String of Pearls," 10th annual dinner-dance at the Eureka Inn was a very successful fund-raiser

The College can incorporate resource development into the planning process. All too often, resource development is an afterthought, with requests for grant writing services arising from an immediate need or inspiration. A plan that states explicitly that certain resources will be pursued in order to implement a specific strategic goal is essential.

The College will identify unmet needs within the College and create a resource acquisition plan through the College Development Office.

Develop a strategic budget

If budget planning is done without reference to the Strategic Plan, the planning effort will have been a waste of time. It is the budget that gives the Strategic Plan the power of realization. It is possible to design a budget planning process in which each budget request is justified in terms of the goals of the Strategic Plan, citing goals and justifying means in terms of actions to be taken, persons responsible, and cost.

The Policy Development Council will require justification of all budget requests in relation to Strategic Plan objectives.

BEST COPY AVAILABLE

FACILITIES

A vehicle for quality education

The importance of facilities is often overlooked. They help the institution fulfill its Strategic Plan and Mission Statements, and play an important role in the institution's ability to provide a quality education program.

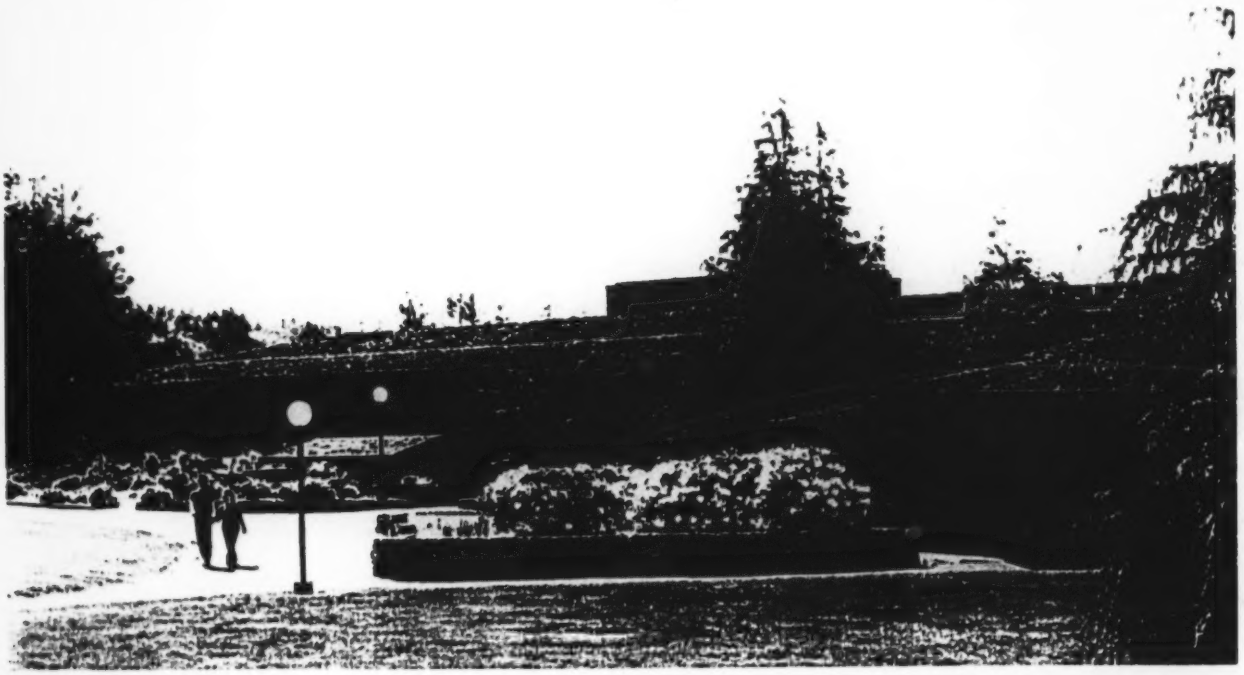
State of the art facilities help attract and retain key faculty members. As they perform and perfect their work, the institution benefits from the recognition gained by these faculty within their academic spheres.

The District commits itself to provide safe, aesthetically pleasing facilities that conform to requirements of the Americans with Disabilities Act (ADA) and that generate minimal hazardous waste.

An aid to recruitment

One of the most important parts of student recruitment is the campus visit. A crucial element of that visit is the appearance of the buildings and grounds. The quality of an institution's facilities also instills a sense of pride and promotes productivity among the students, staff, and all those associated with the institution. This positive image, in turn, facilitates community and foundation support. The Redwoods Community College District is comprised of 5,980 square miles with three permanent learning sites as well as many leased facilities all located within northwestern California.

The Eureka Campus



The first and largest of the three campuses is located just south of the city of Eureka. The campus has approximately 328,000 square feet of facilities in 26 buildings on 268 acres. Along with the general education, vocational, arts, humanities, administration, science, library, and student union buildings, the campus also has a full-size track and stadium, an indoor pool, and two medium-sized lakes. Two dormitory building are located at this site, housing 160 students. In addition, the Redwoods Community College District Administration offices are also located on this campus. The permanent

BEST COPY AVAILABLE

FACILITIES

structures were built in the mid 1960s to early 1970s. There are several relocatable buildings on this site.The permanent buildings are redwood both inside and out with a mix of carpeted and vinyl tile flooring. All buildings have low-angled redwood shake roofs. The mechanical subsystems of the buildings, electrical, and plumbing are not energy efficient by design. During the construction period, the Eureka campus won several Garden Club of America Awards for the outstanding use of plant materials in its landscape design. The permanent buildings are spread across the campus with large lawn areas and mature plantings which create an open atmosphere for the staff and students. The facilities are accessible to the physically impaired. Due to its distance from Eureka, students drive or take public transportation to the College. Parking lots occupy approximately four acres.

Del Norte Campus

The second campus constructed was the Del Norte campus in Crescent City. This campus is approximately 90 miles north of Eureka and serves students as far north as the Oregon border. It has approximately 20,000 square feet of facilities in four buildings, both permanent and relocatables, on over 32 acres. The permanent structures were constructed in the early 1980s and were largely energy efficient due to increased concerns over oil costs and environmental awareness. The design included a wood-fired heating system, later replaced by a gas-fired system. The building uses passive, solar heating, and natural ventilation. This facility also uses redwood throughout and has shake roofing. The grounds around the main buildings are landscaped with extensive lawns, mature trees, and lighted pathways.

BEST COPY AVAILABLE

FACILITIES

The California Conservation Corps (CCC) has built rock planters with benches and low walls. The remaining acreage is in a natural state. A wheelchair accessible bridge over Marhoffer Creek and a pathway system have been constructed by the CCC in the undeveloped areas to provide access to the natural environment.

Mendocino Coast Campus

The third campus constructed was the Mendocino Coast Education Center. This campus is approximately 125 miles south of Eureka. The first permanent facility constructed was the Fine Woodworking building in 1980. It is not on the main campus, but is located in the city of Fort Bragg. The woodworking facility sits on one-half acre and is 4,280 square feet. The main campus educational building was constructed in 1987 from the same plans as the Del Norte campus building. The main campus facilities are approximately 22,000 square feet on 20 acres of property and are located just south of the city of Fort Bragg. Passive, solar, and natural ventilation were also used at this location. The main buildings are only one-half mile from the Pacific Ocean. During the late 1980s, a state-approved Arts building was constructed and two relocatable buildings were placed at this site. Due to water shortage problems in the area, the grounds have been left more rustic than either of the other two campus locations. The majority of the property has been left in a natural state. Landscaping and future expansion plans for this property are in the development stage.

BEST COPY AVAILABLE

The Ricks House is now on the National Register of Historic Places

Other District-owned facilities

The Redwoods Community College District has purchased property in the city of Eureka at 730 H Street, formerly the Ricks family house. Some minimal work has been done to improve this 110-year old Victorian which will eventually be restored through a combination of College and community efforts. Long-range plans call for its use as a College and community educational use facility.

Leased properties

From time-to-time the District needs to lease properties in which to hold classes—the two branch operations in Southern Humboldt and at Klamath-Trinity in Hoopa are examples. Maintenance and repair of these facilities is the responsibility of the owner with the exception of the Applied Technology building in Ft. Bragg. Leases are normally for one semester, but some long-term leases are in effect.

Deferred maintenance

The College's facilities are aging. Within the facilities and plant, there are many substructures: heating, ventilation, life safety, mechanical, electrical, cosmetic, structural, and grounds. Many of the substructures within the plant are starting to deteriorate. The main electrical distribution system is located underground and has not been renewed since the 70s. PCB transformers have been replaced with non-toxic units and protected from the weather. The mechanical systems at the Del Norte and Mendocino Coast campuses face the same deterioration as the Eureka campus (on campuses close to the ocean metals begin to oxidize immediately and need ongoing maintenance). Staffing levels in the Plant and Operations area have been reduced due to reductions in funding from the State.

The largest asset

The College and the public need to continue to recognize facilities as the largest asset in the District and assure that appropriate maintenance and service levels are maintained.

BEST COPY AVAILABLE

FACILITIES

The District will develop and undertake a Deferred Maintenance Program for all facilities.

In the late 1980s and early1990s, changes in how the instructional program is delivered have put a great strain on the District's ability to address its maintenance needs adequately. New technologies are changing our students' educational needs as well as the requirements of our instructional staff. Space utilization is becoming an issue as programs expand.

Flexible facilities

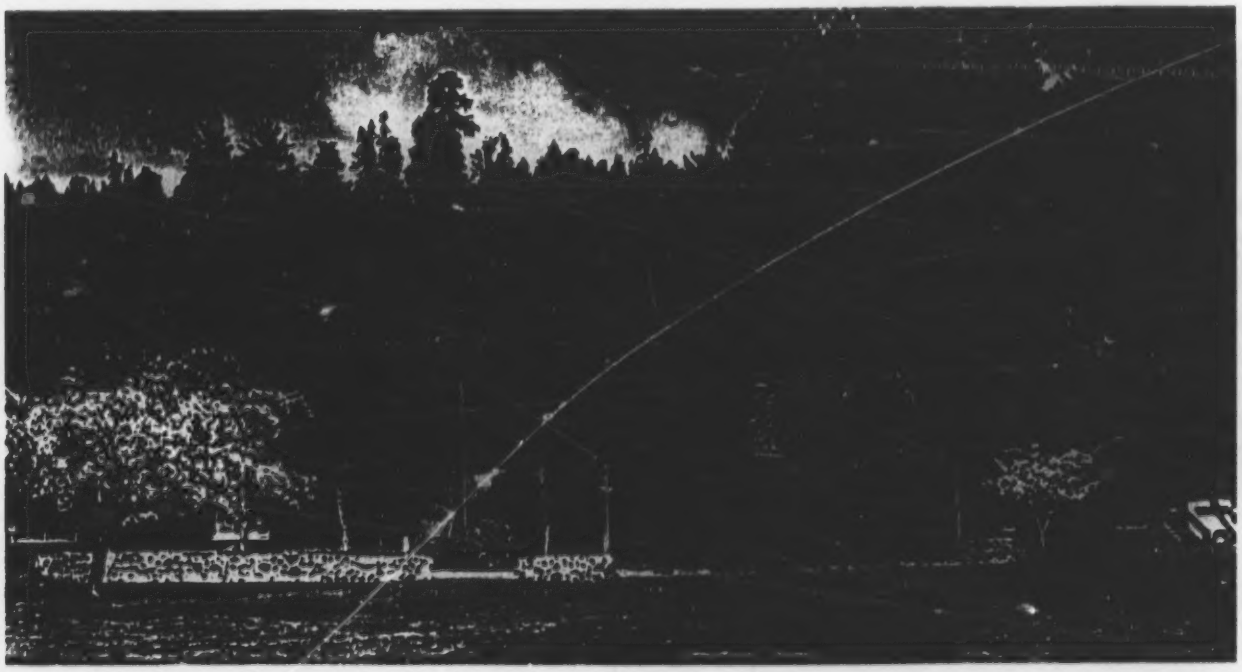
The Eureka campus was designed and built without a great deal of flexibility. As we move toward the year 2000 and beyond, we will need more flexible facilities. There must be facilities that enable us to react positively to new programs and new ideas in the areas of instruction, communications, student services, and community service. During the planning process to change or develop new programs, facilities must be considered early and adequately as part of the total plan.

Housing needs

More of our students and their parents are looking to the College as a residential as well as an educational experience. New dormitories at the Eureka campus and at the Mendocino Coast campus are in the long-range plans of the College.

The District will develop a comprehensive facilities and remodeling plan and a capital construction plan.

The Eureka campus dorms



BEST COPY AVAILABLE

Redwoods Community College District, established in 1964, is a two-year community college located on the northwestern coast of California. Geographically the District covers 5980 miles of service area, the sixth largest in the state, and has the greatest distance between its three campuses, with 214 miles between the Del Norte and Mendocino Coast campuses. The College provides lower division general education leading to the AA and AS degrees; transfer programs to four-year institutions; and vocational education. The College is a vital part of the economic and cultural development within its community.

College of the Redwoods
7351 Tompkins Hill Rd.
Eureka, CA 95501-9300

Vision 2000 Booklet Design, Copy, and Production: Marian Brady Design

Cover and Divider Photos: Bruce Van Meter
Editor: Larry Kavanaugh
Printed by: Times Printing Company

This booklet is printed on recycled paper

Board of Trustees

Judy Brooks ..... *Mendocino Coast*
John Burke, D.D.S. ..... *Eureka*
Milton Dobkin ..... *Arcata*
Yvonne Gower ..... *Willow Creek*
M.R."Jim" James ..... *Fortuna*
Jerold E. Phelps, M.D. ..... *Garberville*
Bruce Emad ..... *Eureka/Arcata*
Katie Russ ..... *Ferndale*
Rick Bennett ..... *Del Norte*

College Officials

Cedric A. Sampson ..... *President/Superintendent*
Mark Edelstein ..... *Vice President, Academic Affairs*
Paul Mendoza ..... *Vice President, Student Services*
Gary Poertner ..... *Vice President, Business Services*
William Lex ..... *Associate Vice President, CR Mendocino Coast*
Andrew G. Vangelatos ..... *Associate Vice President, CR Del Norte*
Larry Kavanaugh ..... *Dean, Planning, Research, and Development*
Nancy Yagi ..... *Director, Human Resources*
Julie Yeager Arthur ..... *Director, Financial Aid*
Sydney Larson ..... *Director, Child Development Center*
vacant ..... *Director, Student Development*
Ron Cox ..... *Director, Fiscal Services*
Cathy Dellabalma ..... *Director, Admissions and Records*
Rodney Kaloostian ..... *Director, Extended Opportunities Program and Services (EOPS)*
Gerry Lieber-Mackay ..... *Director, Learning Resources*
Joe Porras ..... *Director, Facilities and Grounds*
Barry Savage ..... *Director, Institutional Research and Development*
Jim Thomson ..... *Director, Data Processing*

Division Administrators

David Swanson ..... *Dean, Science and Health*
Lea Mills ..... *Dean, Humanities*
George Waldheim ..... *Dean, Business and Technology*

A Strategic Plan for College of the Redwoods

VISION 2000

The Redwoods Community College District in the 21st Century

College of the Redwoods
7351 Tompkins Hill Rd.
Eureka, CA 95501-9300

Non-Profit Org.
U.S. Postage
PAID
EUREKA, CA 95501
PERMIT NO.10

College of the Redwoods does not discriminate on the basis of ethnicity, religion, age, gender, sexual orientation, color or disability in any of its programs or activities. Campus facilities are fully accessible to the disabled.

BEST COPY AVAILABLE